DOCUMENT RESUME

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IDENTIFIERS	*Minnesota Graduation Standards

ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to gathering information to answer questions. It begins with reference to the particular content standard addressed in the package, the educational level of the package (honors primary), and a summary statement of the content standard. It then describes the task associated with the student performances: complete an observation chart of news stories and create a weekly 3- to 5-minute newscast. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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Watching the News: Example Performance Package, Minnesota Profile of Learning.

Minnesota State Dept. of Children, Families, and Learning, St. Paul.

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Minnesota Department of Children, Families and Learning
Performance Package
Minnesota Profile of Learning

Content Standard: Inquiry P 1 ___√___ Honors Primary Level

Course: Language Arts/Social Studies _____ Partial

Title of Package/Activity: Watching the News _____ Required

Summary Statement of Content Standard:

Gather information to answer questions.

Description of Student Performances:

	Performance Record	Achievement*
Task 1: Completes an observation chart of news stories and creates a three to five minute newscast.	Date:	Grade:

FINAL ACHIEVEMENT GRADE/RATING: 4 3 2 1

Task Management Skills:

Performance Record

Time Management
- Prioritize tasks and complete work according to a plan
- Monitor and adjust work plan when necessary
- Use time, space and movement efficiently
- Meet deadlines

Team Work
- Contribute to group with ideas, suggestions and effort
- Work productively in various group role assignments
- Collaborate with a variety of people from diverse backgrounds

***Scoring Criteria**
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3- Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

PERFORMANCE PACKAGE TASK 1
Watching the news

Standard Code: Inquiry P.1 ___√___ Honors Primary Level

Topic: Language Arts/Social Studies _____ Partial

Amount of Time: Throughout the course _____ Required

Specific Statement(s) from the Standard:

What students should do:

4. Explain the answer(s) to the question

Product:

1. Observations chart
2. Newscast presentation

Central Learning:

- Reflect on various levels of information, identify underlying assumptions, and perceive relationships that make sense out of our world.
- Make numerous decisions about how details combine to create a representation of an idea.

Task Description:

In this assessment task, you will be answering questions about the kinds of stories that are being featured in the news. For each week in the school year, one of you will be responsible for preparing a newscast. During the newscast, you will summarize your observations about the kinds of stories featured on the news during the week preceding your newscast. The newscast will be broadcast to the school community. To help you accomplish this, you will follow these steps:

1. Plan to view 30 minutes of television on three different days in the week preceding your newscast. What kinds of news stories are presented? How would you categorize the stories?

2. Keep track of the news programs you viewed and your viewing dates. Construct an observation chart identifying the types of stories that were covered in the news (see example). Record the actual number of times that you observed that type of story during your three viewing days.

3. Although you will be surveying and tallying the news stories, you should also be listening for a story that interests you. Pick one of these stories to explore in greater depth. In order to gather additional information, you will need to examine at least two alternative media sources related to the topic (electronic, print, interviews).

4. Using this information, develop notes for a short, three to five minute newscast for a broadcast segment entitled, "What's New?". This broadcast will occur on the Monday morning following your observation week. During the newscast, you should give a summary of your observations from the preceding observation week and highlight one of the news stories in greater depth. Rehearse your newscast prior to your broadcast.

5. Be prepared to broadcast on the Monday following your observation week.

Task Management Skills:

Team Work
- Contribute to group with ideas, suggestions and effort
- Work productively in various group role assignments
- Collaborate with a variety of people from diverse backgrounds

Time Management
- Prioritize tasks and complete work according to a plan
- Monitor and adjust work plan when necessary
- Use time, space and movement efficiently
- Meet deadlines

PERFORMANCE PACKAGE TASK 1
Watching the News

Observation Chart

Thirty minute news program viewed: _____ Date: _____

Thirty minute news program viewed: _____ Date: _____

Thirty minute news program viewed: _____ Date: _____

Topic	Number of News Stories on the Topic	Total
Government		
Crime		
Weather		
Human Interest		
Sports		

Special Notes:

The materials and topics used in this task can be adapted based upon the curriculum used by individual school districts.

1. Instructor can compile results for the year.
2. Instructor can list appropriate issues.
3. Provide time for students to establish criteria for an effective newscast presentation.
4. Provide necessary training in broadcast technology.

The task in this package will also allow students to demonstrate competencies in language arts, social studies and current events. However, the performance criteria listed here reflect the requirements for meeting the inquiry standard at the Required level. Additional criteria would need to be generated if the task in this package is used to assess other standard areas.

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 1

Watching the News

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
	Observation Chart	
_____	Accurate recording of observations and viewing schedule.	_____
_____	Appropriate display of information obtained during viewing.	_____
	Content of Newscast	
_____	Summarizes observations from the preceding week.	_____
_____	Suitable story selected to explain in greater depth.	_____
_____	Proper use of information from two additional sources.	_____
_____	Completion of a quality three to five minute newscast.	_____
_____	Main facts are easily understood.	_____
	Production of Newscast	
_____	Accurately meets time requirements.	_____
_____	Sound is appropriate to message.	_____
_____	Successful sequencing of stories.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

Special thanks to Karen Vogt and Mary Mangini, from the Brainerd School District (702 S. 5th St., Brainerd, MN 56401-4099) for their initial contribution.

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK